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Newsletter of the Ethnic Studies Program  
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# MAKA'ĀINANA

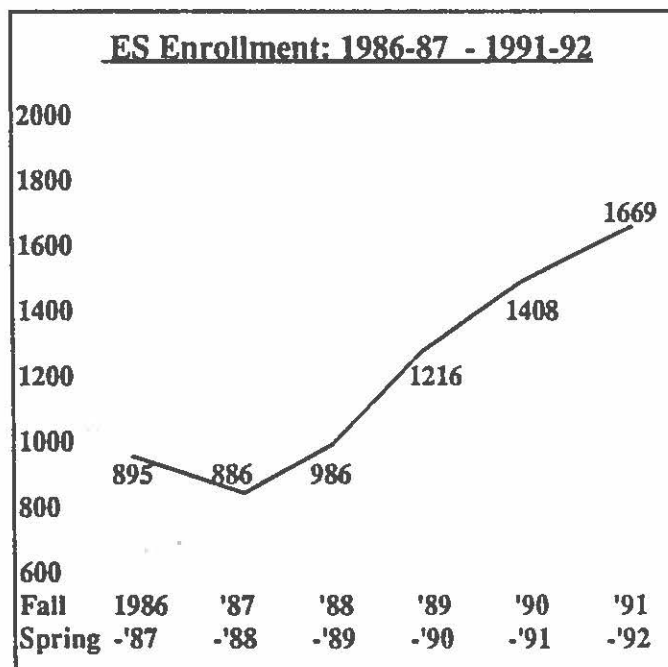
## Record Number of UH Students Take Ethnic Studies Classes!

### Director's Report

Students are the life blood of Ethnic Studies. The Ethnic Studies Program (ESP) exists because they do. Ethnic Studies was established here and across the nation largely as a result of students who determined that they needed more direct participation in their own education. The urgency of the late 1960's and the 1970's, with the civil rights and peace movements at their peaks, may be a matter of history but the need for students to become involved and the critical needs of our communities are no less important in today's world.

The ESP has grown in many areas over the past two decades. The times and social conditions have changed but we do try to maintain the spirit of community service and advocacy while bringing political issues to campus. For many years, I was the only tenured, senior faculty member on our staff; Noel Kent joined me a few years later. For the Program, this meant inclusion in faculty committees making decisions on curriculum (including adding courses for ES), personnel (including hiring our own faculty) and budget (including more input into our own needs). The lack of senior faculty (tenured, associate or full professor rank) meant the Program relied solely on the good will of others and on the strength of the community and political support off campus. This was an undesirable situation because issues that could have been resolved relatively easily often escalated into major confrontations.

Today in addition to two tenured faculty, we have Greg Yee Mark and Ibrahim Aoude who were hired at the associate level and who should be applying for tenure very soon. Davianna McGregor completed her Ph.D. in History and was hired as an assistant professor; she should be applying for tenure and promotion soon as well. Dean Alegado is completing his dissertation in Political Science as is Kathryn Takara. The Program received enough legislative support to hire someone at the assistant level and, as a result were able



to recruit Marion Kelly as an assistant professor - even though she had already been promoted to associate professor some years ago. This anomaly should be corrected this year as she applies both for tenure and, again, for promotion. These changes are positive for several reasons.

First, as students, colleagues and community people know, all of these individuals have been involved in a long-term commitment to Ethnic Studies and community advocacy with racial and economic justice as our goals. They are able to function more effectively in stable positions. Second, they bring with them years of experience and abilities that will enable the Program to develop on campus. More faculty at the senior ranks will multiply our influence throughout the campus and community. Finally, the Program itself is developing a critical mass of faculty who can create long range plans and visions for the future. (cont. on P. 2)

## ES Records' Enrollment High. . .

(cont. from P. 1)

The creation of this critical mass has enabled us to plan and implement more ambitious ideas such as our anniversary celebration in March organized by Ibrahim and the annual conference of the Association for Asian American Studies organized by Greg. We are all working to create a Hawai'i State History Center, a dream articulated by the late Roland Kotani who was a lab leader, instructor, and legislator. Noel is developing a proposal to have the University recognize Ethnic Studies as a department with the ability to grant our own bachelors degrees. In the near future, we can foresee graduate level courses and, eventually, programs for graduate degrees.

The growth of the Program - our enrollment in Fall 1991 at 824 and 845 students for Spring 1992 are record high numbers- enables us to reach an increasing number of students.

## Hawaii History Institute . . .

(cont. from P. 4)

also complimentary. All participants who complete the Institute requirements will receive a stipend of \$1,000.00 Graduate course credit of up to six hours may be earned through the College of Education.

For more information, contact Sharon A. Silva, Deputy Grant Administrator (239-8600).



## Poet's Corner

### Trilogy

by Ibrahim Aoude'

But love is ancient  
with me on the march  
of honorable conquest.  
I sip on love's sweetness,  
ask succor of its partisan  
when I lose my way  
while in the monotony  
of the long road

But love is deep  
with me on the island  
of soothing waves.  
I extract love's elixir,  
renew its clarion call  
when my companion longs for me  
while I am in sanctuary  
of emaciated ebb

But love is exhilarating  
in my perception  
of honorable cause.  
I deliver oath to love's seeker,  
host its peer  
when inhalation is intense  
while in climax  
of sweet breath  
(Translated from Arabic by the author, )

## The Politics of Oppression

by Kathryn Takara

The construct of race  
to define, to confine  
to redefine difference  
is a construct  
to exploit, to control,  
to manipulate others

The construct of race  
births the bastard of racism  
which like a bully  
intimidate, obstructs.

## Video Films Available at Ethnic Studies

Pearl Harbor, Japanese, Arizona Memorial, apologies, ceded lands, VVV, sneak attack, JACL, FBI, martial law, atrocities, USS Utah, civilian deaths, MIS, dispossession, President Bush, H-1 Traffic, seminars, Ethnic Studies, sovereignty, veterans, foreign investment, 442, internment, AirForce One, Punchbowl, oil blockade, isolationist policy, Admiral Yamamoto, racism, Dan Inouye, labor unions, forgiveness, comfort girls, Midway, eparations, media, 1893, Day of Infamy, loyalty, Greater East Asia Co-Prosperity Sphere, Japan Bashing, 100th Batallion, Nagasaki Bell, Franklin Delano Roosevelt, black out bulbs, E.O 9066, Enola Gay, stereotyping, unconditional surrender, Schoefield Barracks, Dory Miller, 'Go for Broke', American Occupation, Yellow Peril, December 7, 1941, 'Japs', trade deficit, Remember Pearl Harbor, scapegoating, prejudice, national chauvinism, cold war, General Dahlquist, black badges, memory, air raid, Manzanar, Hiroshima, pain, 'dastardly', victims, sorrow, lessons, fears, self induced destruction, etc...

Are you familiar with any of these Pearl Harbor related terms? They all appeared in local and national media-

over a three month time period...this is only the abridged version of the list.

The Pearl Harbor anniversary encompassed much more than Pearl Harbor itself, all of the special interest groups made sure of that. Ethnic Studies also decided to get its hands on a piece of the pie by co-sponsoring a series of seven educational panels with the Japanese American Citizens' League. The panels were held at the Bishop Museum Atherton Halau during the week preceding December 7, including such speakers such as Ben Tamashiro (of Bank of Hawaii commercial fame...he plays Harry), Wallace Fujiyama, and our own Noel Kent and Franklin Odo. The topics included: the Japanese in Hawaii, nisei military units, Japanese investment, the internment experience, modern issues affecting AJA's, Asian nation perspectives, and the lessons learned from Pearl Harbor. Unedited VHS footage of the seven panels is available for loan from Ethnic Studies. Mahalo to Dean Richard Dubanosky and Associate Dean Ruth Dawson for their support. The project was funded in part by the UH College of Social Sciences.

## Friends of the Resource Room

There is a Santa Claus after all! And he comes in the form of E.S. faculty, lab leaders, and assistants who are committed to bringing life back into the dungeonous-like atmosphere of the Resource Room.

What can we all look forward to in the Resource Room in the future? Well, thus far ancient equipment that has been stored here, will finally find itself in another home, as far away from the Resource Room as possible.

Books are being inventoried, and sad to say many are missing. (If you find a book in your "collection" that belongs in the Ethnic Studies Resource Room, please return it as soon as possible.) The Excel Program will be used to implement the system of catalogueing resource room materials (books, mags, pictures, slides, documents.) With the new system - and having Kuumealoha Gomes as half-time Resource Room coordinator - there should be improved monitoring of the who, what, when, and where, of materials.

Lab leaders and assistants can look forward to working on projects in the Resource Room during the Spring semester, that will include designing and implementing a borrowing system, assisting in cataloguing, sorting and cataloguing slides, and staffing the Resource Room, so that it will have regular and increased hours of operation.

Because the office staff is extremely overburdened, the monitoring and maintainance of equipment will be assumed by the Resource Room personnel. The procedure for borrowing equipment will also be revised in the near future.



Everyone will be notified before this plan goes into effect.

So, this is it folks! Thank you all for your patience, and support for the rejuvenation of the Resource Room!!

### ES faculty... (cont. from P. 6)

culture.

Finally, Davi chairs the education committee of Hui Na'auao, a consortium of 42 Hawaiian organizations which received a \$900,000 three-year grant from the Administration for Native Americans to conduct educational workshops on Hawaiian sovereignty.

## Hawaiian Sovereignty Day, January 12, 1992

by Marion Kelly

Members of the Pro-Hawaiian Sovereignty Working Group formed a coalition with several other Hawaiian organizations to commemorate the theft of the Hawaiian Nation in January 1893. The event took place at Iolani Palace grounds and drew somewhere between 500 and 600 people between 10 a.m. and 5 p.m.

Among the many speakers were Dr. Lilikala Kame'eleihiwa and Dr. Haunani-Kay Trask of the Center for Hawaiian Studies and Dr. Davianna McGregor of the Ethnic Studies Program. The music was great, with many groups participating.

Speaker after speaker condemned the United States for its illegal theft of the Hawaiian government, land and treasury in 1893, just 99 years ago. They also warned that the plan proposed by Senator Inouye would foreclose Hawaiian rights to complete redress and return of the Islands to the Hawaiian people. Some suggested that Ka Lahui Hawai'i is the Hawaiian government that should be recipient of reparations, the land and the money owed to the Hawaiian people after 99 years of occupation without paying rent. Still others warned that Governor Waihee's plan to pay-off Hawaiians by turning a portion of the so-called "ceded lands" and some

money over to OHA (Office of Hawaiian Affairs), is illegal and a way the State figures to avoid their responsibility to the Hawaiian people. It was pointed out that the Governor merely wants to shift the money from their right pocket to their left pocket and call that reparations!!! OHA is of course an arm of the present State government, and therefore, is ineligible to represent the independent Nation of Hawai'i. What a shell game.

After the events in January 1893, a thorough investigation was made by Commissioner Blount, who was sent to Hawai'i by U.S. President Cleveland. In his report to President Cleveland, Blount concluded that the U.S. had illegally supported the junta led by American businessmen in Hawai'i. President Cleveland labelled the action "an act of war," and a violation of several treaties of friendship and trade that the U.S. and the Hawaiian Government had signed over the years previous to January 1893. Cleveland also called the role of the U.S. military a "lawless occupation" of the independent Nation of Hawai'i.

Between January 1992 and January 1993, there will be other events that will remind us of this whole morbid, colonial history of the U.S. illegal invasion of Hawai'i. Be sure and watch for announcements.

## An Institute for Hawai'i History Teachers

Ethnic Studies Program professors, Franklin Odo and Davianna McGregor will be running a Summer Institute for Teachers of Hawai'i's History from July 6 - July 31, 1992.

This four week institute will offer a variety of learning opportunities including an intensive schedule of lectures, discussions and fascinating journeys to historic sites. The project was funded by a grant from the National Endowment for the Humanities and supported by the Historic Hawai'i Foundation. It will explore all major areas including the culture created by indigenous populations and the immigration of diverse ethnic groups amid the complex and often controversial issues facing Hawai'i's contemporary society.

Guest lectures will be provided by scholars from Ethnic Studies, American Studies, History, Anthropology, Architecture, Sociology, and English. Individual consultation with scholars, sharing ideas in small groups and enjoying an excellent selection of films, books and articles will provide participants with new skills, fresh resources and valuable insights. Over 110 model lesson plans will be generated which every teacher can use to create a stimulating and positive environment for teaching Hawai'i's history.

A semester's study of Hawaiian history is now re-

quired in high schools as an accepted and valued part of the curriculum. During the past decade, Hawaiian history has emerged as an academic field infused with wonder, excitement, new texts and new interpretations of old events and experiences. This recent activity is welcomed by university scholars, yet high school history teachers have not always had the opportunity or time to confront these new materials and interpretations in depth. The Institute for Hawai'i History Teachers would provide this opportunity for 25 high school teachers for four weeks in 1992.

Any public or private secondary school teachers who teach courses specifically focusing on the history of Hawai'i may apply. The selection of 25 teacher-participants will be based on their qualifications to help others appreciate the excitement of learning the history of Hawai'i.

All expenses will be covered by the National Endowment for the Humanities and Historic Hawai'i Foundation. Neighbor island participants will receive one free round trip air fare to attend. Every teacher may choose to stay, at no cost, at the Manoa campus. Meals - Monday breakfast through Friday lunch - site visit transportation, books and videos are (cont. on P. 2)



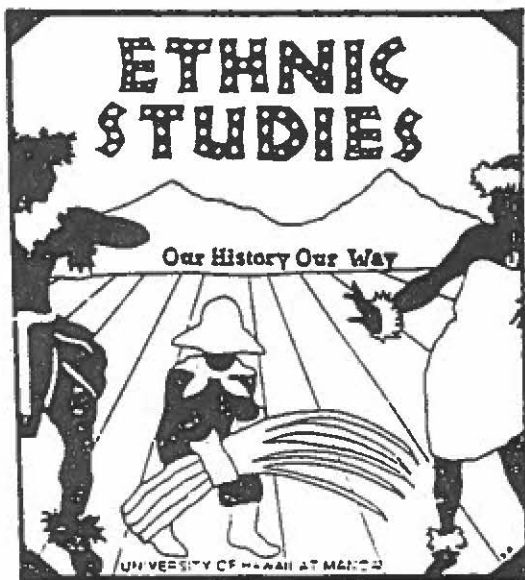
## Update on ES Faculty

### Noel Kent

Noel has been busy since the last report. He gave papers at the Asian American Studies conference and at the Improving University Teaching Conference in Glasgow, Scotland. While in Europe, Noel also talked to European ethnic relations scholars to get some ideas for the new Ethnic Relations Study Center he is helping to create at UH to do ethnic research. Noel's article, "A Stacked Deck: Minorities, Social Justice and the New American Political Economy," was published in the June issue of *Explorations in Ethnic Studies*.

### Franklin Odo

Franklin has started writing a book on the Varsity Victory Volunteers, a group of nisei men who volunteered for labor duty while ineligible for military service in 1942. They were mostly UH students at the time. The completed manuscript should be done in Spring 1992. Franklin will also have completed a feasibility study for the State History Center, a statewide history museum.



### Marion Kelly

Marion was busy in her role as the Program Committee Chair for the Association of Asian American Studies 1991 Conference at Ala Moana Hotel last May. Marion continues to be very active lecturing and consulting in the community about a variety of topics. She recently met with the Hanauma Bay Planning Committee that works on ways to educate the public on how they can protect the bay, presented a lecture to Kupuna of Waimanalo for Alu Like, met with Ka Iwi Scenic Shoreline Park Committee to critique a draft of the park plan

submitted to the State Parks by Wilson Okamoto, Inc., and participated in a celebration at the Honaunau National Historic Park at Honaunau, Kona where she was a principal humanities scholar

### Dean Alegado

Dean received a small grant from the Hawai'i Committee for the Humanities for a project entitled "Re-Examining U.S. - Philippine Relations." He served as principal humanities scholar for a series of lectures and discussions featuring visiting professors from the Philippines who explored political, social and cultural issues concerning Philippine - American relations. Dean was also busy doing mail-outs and making phone calls during the summer as a steering committee member of the Mt. Pinatubo Relief drive. Dean was born in the province of Zambales, less than 5 miles from Mt. Pinatubo, one of the areas that suffered the greatest devastation from the violent volcanic eruption. In the fall, Dean was associate producer of a contemporary three-act play in English on the Filipino experience in Hawai'i. The play entitled *Istorya ni Bonipasyo: Kasla Glorya Ti Hawai'i* (Bonifacio's Story: Hawai'i is Like Paradise), was produced by the Center for Philippine Studies. The project received a grant of \$23,000 from the Hawai'i State Foundation for Culture and the Arts which Dean co-wrote with Dr. Stefie San Buenaventura. The play was part of the commemoration of the 85th anniversary of Filipino immigration in Hawai'i. Dean's article, "The Filipino Community in Hawai'i: Development and Change" was published in the Fall 1991 issue of *Social Process in Hawaii* (Vol. 33).

### Kathryn Waddell Takara

Kathryn was appointed in the spring of 1991 to serve on the UH Commission on the Status of Women, an advisory board to President Simone. She also completed a needs assessment of African-American students in Hawaii higher education for the UH Office of the Vice President for Student Affairs and has been active on an oral history project of 10 African Americans living in Hawaii, which has been published. She also helped sponsor a multi-cultural and Afrocentric speaker, Runoko Rashidi. Kathryn presented a paper at the Association for Asian American Studies conference and at the National Ethnic Studies Conference. Kathryn's recent publications include an article for the *Encyclopedia of African American Culture and History* called "African Americans in Hawaii", poems for Bamboo Ridge, Rainbird (WCC Literary Magazine), Hawaii Review, Chaminade Literary Review, Pleiades (Journal of UH Community Colleges). Kathryn has also read her poems all over the island, including Pink's Garage, The Book Cellar, and the UH Women's Center

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(cont. from P. 5)

### Greg Mark

Greg is working on two publications. The first entitled "Opium and the Anti-Chinese Movement" is expected to be published by Temple University Press in 1993. "The Chinese Family in Honolulu, Years of Transition: 1900-1940" is expected to be published by the University of Washington Press and the Bishop Museum Press in 1994. Greg also served as conference chair for the Association for Asian American Studies annual conference held in Honolulu last May. He also presented a paper entitled "The Impact of Asian American Studies Upon American Studies" at the American Studies Conference in Baltimore, Maryland in November. This past July Greg spent touring the Peoples Republic of China, Hong Kong, and Japan with family, friends, and students.

### Rodney Morales

When Rodney isn't busy teaching his 11+ classes a year, he is busy at working on things like the Bamboo Ridge audio tapes project for which he is the Production Coordinator and Audio Technician. So far they have released audio tapes of the works of Darrell H.Y. Lum and Eric Chock, a woman's anthology, and two Best of Bamboo Ridge series. He is also the project director for a Kaho'olawe videotape that is being sponsored primarily by the Hawai'i Committee for the Humanities. Finally, Rodney recently spoke at a UH English Department colloquium entitled "Local Writers: Pidgin-holed, Stereotyped, and Marginalized."

### Bill Hoshijo

Since 1984 Bill has taught ES 498: Race, Class, and the Law. He was a co-founder of Na Loio No Na Kanaka - The Lawyers for the People of Hawaii, a non-profit public interest law office established in 1983, and has served as Na Loio's executive director since its inception. To date, Na Loio has actively worked to protect and advance immigrant rights and civil rights. Bill serves on the board of directors of the Native Hawaiian Legal Corporation and the national board of the National Network for Immigrant Rights. Recently, Bill has been actively involved in the formation of a Hawaii Civil Rights Consortium, composed of civil rights, labor, and community organizations brought together by a common commitment to protecting the rights and dignity of Hawaii's people.

### Ibrahim Aoude

Ibrahim presented a paper entitled "Tourist Attraction: Hawaii's Locked-In Economy" at the Association for

Asian American Studies conference in Honolulu and also served as a panel discussant for a session entitled "Race, Class, and Capitalism." In June, Ibrahim attended a conference of the National Writers Union where he spoke on a panel addressing media censorship of news. In July, Ibrahim travelled to Egypt for a research trip. He continues to be very active in community politics as a member of the Neighborhood Board #13 (Downtown) and working in Chinatown with People Against Chinatown Eviction (PACE) advocating for low-income tenants' rights and building low-income housing in Hawaii.

### Davianna Mc Gregor

On Sep. 26, 1991, the State Supreme Court affirmed the conviction of Davianna for "simple trespass" in the Wao Kele O Puna forest. The court recognized that Davi entered the forest, "to conduct a religious ceremony to heal damage caused by the geothermal well to the Hawaiian goddess Pele." The court also recognized that the State has an interest in geothermal projects and has encouraged geothermal development. However, it did not recognize her constitutional right to exercise her religious beliefs in forested land that the State exchanged with Campbell Estate.

Davianna has to serve 5 hours of community service as her fine. She continues to work with the Pele Defense Fund to stop the desecration of Pele by geothermal energy development.

Her other areas of involvement are with the Protect Kaho'olawe 'Ohana. She has been contracted by the Kaho'olawe Island Conveyance Commission to research place names and cultural resource areas to document the cultural significance of Kaho'olawe island, to submit as part of their report to Congress on how to return Kaho'olawe to Hawai'i's people. In addition, the Navy is completing a Cultural Resource Management Plan for Kaho'olawe, to which Davianna has provided input on behalf of the 'Ohana.

Davi is also working with Jon Matsuoka (School of Social Work) to complete a Social Impact Assessment of the proposed spaceport in Ka'u. They are also completing a study of community concerns regarding future growth on the island of Kaua'i.

Davi, Matsuoka, and Luciano Minerbe (Dept. of Urban and Regional Planning) recently received a grant from the Department of Health to develop a methodology to identify natural resources which are important to the survival of Hawaiian cultural subsistence, cultural, and spiritual beliefs, customs, and practices on each of the islands. This study being conducted along with other planners and Hawaiian community members who have formed a team called CANDO - Cultural Advocacy Network Developing Options. They aim to require future Environmental Impact Studies to routinely assess the impacts of any kind of development - hotel, golf courses, marinas, etc. - on indigenous Hawaiian people

(cont. on P. 3)

# Filipino History on Stage

by Dana Iida and Ku'umeaaloha Gomes

The following is an interview of two Ethnic Studies staff members who saw *Istoria ni Bonipasyo - Kasla Gloria ti Hawai'i*, in December at the Tenny Theater. Dana Iida, is an unclassified graduate student who is completing a Professional Degree in Education. "Dini," has been a lab leader in ES 330 (Japanese), and in ES 301 (Ethnic Identities). She is currently one the ES Office staff. Ku'umeaaloha Gomes, is a graduate student in the School of Public Health, and is working towards a Masters Degree, specializing in Health Services Administration and Planning. Ku'umeaaloha has been a lab leader in ES 301, and ES 221 (Hawaiians), and is currently the Resource Room Coordinator.

*Istoria ni Bonipasyo - Kasla Gloria ti Hawai'i*, (Bonifacio's Story - Hawai'i is Like Paradise), is a play about a Filipino who was a plantation worker in Hawai'i. This true story was based on an oral history by Virgilio Felipe in the 1970's for his Master's Thesis at the University of Hawai'i. Earlier this year, the Center for Philippine Studies hired Philippine director Behn Cervantes, to adapt the story into a three-act play.

In *Istoria ni Bonipasyo - Kasla Gloria ti Hawai'i*, the struggle of the Filipinos to make it in Hawai'i is brought alive on stage by cast members, who themselves are descendants of the "sakadas" or contract workers. The audience cannot escape the pain of these people, as they journey back through history to the days when plantation workers struck for better working conditions and to be treated with dignity.

Sprinkled throughout the play are humorous episodes, and some of these are "inside" Filipino jests at each other. If one is not of Filipino ancestry, the humor is still appreciated and is familiar, especially if one has grown up in Hawai'i and interacted with the Filipino community.

*Istoria ni Bonipasyo - Kasla Gloria ti Hawai'i*, as a documentary of the plantation history of the Filipino and their contribution to the development of Hawai'i, clearly demonstrates the value of this medium in building awareness in the community about significant junctures in history. Watching the predominantly Filipino cast portray the many characters, and bring the past to the present, reminds one of the Ethnic studies motto, "Our History, Our Way!"

**Ka Maka 'Ainana:** What inspired you to see the play?

**Dini:** Well, I'm a teaching assistant for Dean, and had heard him talk about it many times, so naturally I was curious. Also, in ES 301, Dean lectures on plantation history, and this was a different way of acquiring the same information. I was also interested in seeing whether there were similarities between the Japanese and Filipino experience in Hawai'i.

**Ku'umeaaloha:** Part of my childhood was spent in the plantation town of Kekaha, where my grandfather was a "luna", and my Dad and uncles worked the plantation. My favorite uncle,

at that time was a "sabinong man" or the fertilizer man., who sprayed the fields for weeds. I have familiar and fond memories of the plantation days in Kekaha, and recall the various ethnic camps that my uncle used to take me to, when he visited with other workers. When Dean told me about it, I was interested in seeing how this significant era in the history of Hawai'i was depicted.

**KMA:** What themes did you see projected in the play?

**Dini:** What was graphically demonstrated, was the harsh conditions that the Filipinos had to put up with on the plantations here in Hawai'i. It was sad too, because they were deceived about Hawai'i being a land of riches, instead when they came they were greeted with oppressive conditions. The other thing that I saw, was how the young Filipinos in the community today, seem to take for granted the hardships that the older generation went through, to be able to make things more comfortable for the young people of today.

**Ku'umeaaloha:** First of all, the oppressive conditions that the Filipino was subjected to, was projected so well in some scenes, that the tears welled in my eyes and rolled down my cheeks. Another issue was the oppressive attitudes toward Filipino women, projected from members of their own ethnic group. In the play, women were projected as being caretakers, and dependent on males.

**KMA:** How valuable, do you feel, projecting history through this medium is?

**Dini:** I feel it is very valuable because the people on stage, their costuming, and conversations, are so real that it holds the viewers' attention. Besides that, it promotes local talent, as we saw in *Bonipasyo*, where the talent was local, and some of the cast were not people who one would have thought had any acting ability, yet they did an excellent job. This also is a good example of how young people can get involved in learning, and teaching about their history. It seems too, that the actors and actresses have freedom of expression.

**Ku'umeaaloha:** Well, just taking a look at the audience, and realizing that some of the folks in the audience would not have gone to see a play at the Manoa, Kennedy, or Ruger Theaters, made me feel that this is an excellent way of carrying a message into the community in a very effective manner. I am glad that Dean had the play videoed too, because it is an excellent teaching tool.

**KMA:** What was your overall impression of the play? Who would you recommend it to?

**Dini:** It was a good play and I learned a lot about the Filipinos in Hawai'i, as well as the Filipino culture. It also was very touching, and at times I felt my heart stop because of the intensity of the play. The acting was very good, and the actors seemed very comfortable with the whole play. It flowed very smoothly. I would recommend it to anyone who is interested

(cont. on P. 8)



## Play Review . . .

(cont. from P. 7)

in immigration, and especially those who are interested in Filipino immigration to Hawai'i. I think it would be good for the younger Filipino generation to see, so they can better understand their grandparents, aunts, and uncles, and even their parents. This would make an excellent ES activity for almost any of the classes!

**Ku'umeaaloha:** It was excellent. I thought the history of the Filipinos was well projected. It was obvious that the entire production of cast and crew worked very hard. I feel that each member of the cast, and especially the Filipinos should be commended for their commitment to sharing the history of their people with others. The entire play was appealing to so many senses: sight, sound, and sometimes one could almost taste the food. I guess for me, the main thing was that, as a Native Hawaiian I could really identify with the oppressive conditions that these people were subjected to at the hands of

the greedy westerners. I'd recommend it to our State legislators as a reminder of the history of Hawai'i, and kinda like an attempt to keep Hawai'i, for all of our peoples who have put blood, sweat, and tears into her development.

**KMA:** If you could say anything to Dean, or the cast and crew, what would it be?

**Dini:** GOOD JOB!!! The play was thoroughly enjoyable, and the production extremely well organized.

**Ku'umeaaloha:** I agree with Dini, GREAT JOB!! DITTO! DITTO! And can you do another one in the near future?!  
*[Ethnic Studies' own faculty member, Dean Alegado, served as the producer of the play. Dean is currently finishing his Ph.D. in Political Science at the U. of H.- Manoa, and has been active in the Filipino community in Hawai'i on the issues of affirmative action in employment and education, housing and political events in the Philippines since the mid - 1970's. Dean is familiar to many students as the faculty member who teaches ES 301 (Ethnic Identity), and 360 (Immigration).]*

### Association for Asian American Studies

(AAAS)

#### Ninth National Conference

"Diversity, Representation, and Empowerment:

Asian American Studies in 1992"

May 28 - 31, 1992

Fairmont Hotel, San Jose California

accurate portrayal and analysis of the Asian American community are invited to participate. Over 450 participants from throughout the U.S. and Canada will be present. The 1992 conference is co-hosted by San Jose State University, Santa Clara University, UC Santa Cruz, Stanford University, and De Anza College.

Academic scholars, students, community organizers and representatives who are committed to the

For more information: Wendy L. Ng, Conference Coordinator (408) 924-5594

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